



Designing and Planning the Curriculum



Curriculum Seams (CPI)

Our curriculum is one of the key drivers we use to realise our Design Principles. Our relentless focus is to ensure that our students grow their character, create beautiful work and achieve academic success, therefore, we develop our curriculum so that learning is relevant, purposeful and authentic.

When reflecting on the purpose of our curriculum, this manifests into a number of key seams that we use as a focus for realising our design principles through our curriculum. Our three rich seams at XP are:

Protecting Our Planet - this is an existential threat so this is an imperative part of our curriculum. If we want our students to change the world, they need to save it first and they need the skills to lead this action. Our students make the knowledge they acquire around this seam powerful by actively making a difference to our world.

Social Justice - the world is filled with inequity and this is sustained by systems, structures and governance that protects the interests of the few and neglects the many. We uncover, confront and challenge inequities of race, gender, identity and class through our work and use the knowledge we acquire to affect social and cultural change. We want our students to be leaders of this change.

Diversity and Belonging - at XP we understand the power of Crew and we know our community is stronger because of our differences. This is, therefore, a key strand that runs through many of our expeditions and case studies allowing our students to deepen their empathy and understanding of the value of difference and non-conformity. We strive for equality at XP by promoting equity so this is reflected in our curriculum design.

Our curriculum is centred around the concept of stewardship. This links and relates specifically to the seams above as we encourage students to be stewards of the world, our communities, ourselves and each other by looking up and and out, by looking around us and by looking inwards.

Through using the seams above as a cornerstone for planning our expeditions, we ensure that we are building character and endeavouring to make the world and our communities better places and ourselves and each other better human beings.



Designing the Curriculum (CP2)

At XP, all of our Learning Expeditions are standards-based and align to either the Early Years Framework, National Curriculum or GCSE (or equivalent) objectives. This ensures that expeditions are tightly constructed, academically rigorous and designed with progress in mind. To facilitate our curriculum design process we have dedicated time to ensure that our curriculum is carefully mapped and sequenced.

The idea of our three dimensional approach runs through our curriculum mapping process and is wrapped in the concept of powerful knowledge, social agency and equity. This wider thinking, and planning, allows us to have a clarity of purpose in designing and delivering a curriculum that is rich, broad and ambitious as well as being coherently planned and sequenced to develop cumulatively sufficient knowledge and skills for future learning and employment.

Subject integrity is outlined through subject statements which make clear the core content, knowledge and skills that are essential and engaged with in each discipline, and how these should be sequenced into expeditions. Sitting alongside this are maps which make clear how these standards fit together to make rich, broad, ambitious and coherent learning expeditions with powerful knowledge, social agency and equity at their heart.

Subject Statements

Subject statements set out the purpose and aim of each subject area and their place within expeditions. These statements also outline how subjects will allow students to be activists, social agents for positive change and how this will manifest through the creation of authentic products.

- 1 Subject statements are designed and updated by our Subject Leads and the subject teachers in each discipline.
- 2 These statements are then shared with the wider expedition teams and subsequently with the whole school. This allows subject specialists to consider the purpose of specific subjects in our curriculum, the meaning and intent behind their delivery and how subject standards, skills and knowledge can be woven into expeditions.
- 3 The statements are reviewed annually and updated, where appropriate.

Progress Maps

Progress Maps are designed to outline the specific key concepts, knowledge, skills and understanding that we need students to master to ensure they build, deepen and consolidate their learning. The Progress Maps clearly articulate what we require students to learn over the course of each year to allow them to build their knowledge progressively, develop skills incrementally and develop with increasing depth, their Habits of Work and Learning. As such, rather than a map in which skills and concepts are checked off as 'done'. Progress Maps are designed to both appropriately support and challenge learners to build knowledge, as well as grow skills and habits to ensure academic rigour. Wherever possible, curriculum content is delivered through learning expeditions and our Progress Maps allow us to consider the sequencing of our curriculum to ensure that learning is progressive, purposeful and allows students to acquire and strengthen both skills and knowledge in a timely and usefully applicable way.

- 1 Subject Leads/Champions and Expedition Teams work together through Phase meetings and on Staff Days to construct and review Progress Maps using the National Curriculum and EYFS standards as a baseline in EYFS, KS1, KS2, KS3 and adjust to include GCSE assessment objectives at KS4.
- 2 Concepts, knowledge and skills are then agreed upon for each Year Group outlining the preferred sequence for learning.
- 3 This document is reconsidered in light of learning expedition review and is updated where necessary.
- 4 These maps are collaboratively constructed with support from our Subject Leads/Champions for each subject so that non-specialist teachers engage in a professional learning discussion about the key component parts of individual subjects, their place in the sequencing of our curriculum, and the potential connections that can be made through cross-disciplinary links in learning expedition design.



Standards Maps

Creating rigorous standards maps for each subject allows teachers to systematically track the curriculum experience of students and also to reflect on the depth of engagement with particular standards. This is particularly important if, through unforeseen circumstances, a case study takes longer than expected or is compromised in some way. The Standards Map acts as a record of how deeply students have engaged with a standard and whether that standard needs to be revisited again. Importantly, the progressive depth of student engagement needs to be factored into and is reviewed by expedition teams both at the end of an expedition and is discussed and probed in our expedition review process.

In addition, at the outset of planning a new expedition teams look closely at the depth of engagement with regards to standards and address this accordingly where they feel a standard needs additional engagement. The Standards Maps provide a clear structure and sequence from which we build out Learning Targets for expeditions.

It is worth noting that we consciously revisit standards in increasing depth as part of our spiral approach to delivery:

- 1 At the start of every expedition staff teams use the Standards Maps to review the standards that have been engaged with and taught in previous expeditions.
- 2 By referencing the Standards Map teams can then decide what standards might need to be revisited or which standards according to the Progress Map they need to focus on next.
- 3 To recognise the depth and detail in which a standard has been covered, teams will RAG rate this standard at appropriate points during and at the end of expeditions.
- 4 Accordingly, if a standard has been covered deeply teams will rate this as 'green', if the standard has been addressed but could do with some consolidation in subsequent expeditions this is rated 'amber' and finally, if an identified standard has not been covered or has only lightly touched upon this is rated as 'red' indicating to the next team that this is a gap and needs to be factored into subsequent planning.

Curriculum Overview Maps

Subject statements, Standards Maps and Progress Maps act as the foundation for our Curriculum Overview Mapping process. Teams at XP Trust use these co-constructed documents to consider the progressive learning experiences for students and how wherever possible we can align these experiences so that the learning is connected, relevant and allows progression and purpose. These maps have been crafted with consideration of the progressive acquisition of skills and knowledge in specific disciplines, how these experiences can be strengthened by connectivity across disciplines as well as the development of students in terms of their character growth.

The process of the co-construction of the Curriculum Overview Maps is the first piece in developing rigorous, sequenced and progressive learning expeditions. Curriculum Overview Maps are constantly under review and can change, depending on the focus of learning expeditions. For example, whilst some expeditions are repeated with subtle changes in terms of case studies and final products others are re-imagined using the same standards into completely new expeditions. The planning process, including using our planning documents as anchor texts actually allows staff to be as creative or as consolidatory as they see fit.

Shape of the Curriculum - KS4

CUR YEAR M/Y					
Sept	Nov	Jan	Mar	Exam	June
S1 - Ch Ch Changes		S2 - A New Car		S3 - Power of Law	
HUMAN		HISTORY - Living under Nazi Rule		HISTORY - Elizabethans	
STEAM		ENGLISH - An Inspector Calls - War Poetry - Language		ENGLISH - Romeo and Juliet	
		SCIENCE - Genetics & Evolution / Atoms		SCIENCE - Forces, Work Done and Electricity	
MATHS		MATHS		MATHS	
S1		S2		S3	
H - Elizabethans		H - Plant works		H Vikings catchup	
E - It's only Words / A Christmas Carol				EXAMS	
				EXAMS	
				EXAMS	



This approach facilitates not only the retention of expert planning but the flexibility to respond to current events to help shape meaningful and relevant learning experiences for students:

- 1 Expedition teams review the Curriculum Overview Maps to inform the planning process for next expeditions.
- 2 Teams decide whether to follow the full expedition in the Curriculum Overview Map or partly follow it by redefining a Case Study or decide to design a new expedition which follows the same power standards identified in the map for each specific subject.
- 3 Where changes are made, any impact on the agreed sequencing of standards in disciplines is accounted for and appropriate measures are put in place to ensure subject integrity is maintained.

Equity Maps

To ensure that equity is at the heart of our curriculum we consider how opportunities can be extended for all our students. We have clear expectations that all of our students will visit and work at universities; all of our students will engage with experts, all of our students will take part in purposeful fieldwork as well as other broad and rich experiences.

We track and record this after each expedition through our Equity maps which informs our planning of next expeditions:

- 1 Expedition teams review Equity Maps for their phase in the planning stage of expeditions and consider where there may be significant gaps. Teams will then, if appropriate, plan to ensure these gaps can be addressed as part of the Jeff's Law process.
- 2 Equity maps are updated throughout the course of expeditions to track experiences that correspond to the key areas identified in the maps.
- 3 Blog posts, videos, reviews, external publicity etc are captured in the Equity maps to share the rich experiences students enjoy in learning expeditions.

Our mapping process is the starting point for the translation of national standards into a curriculum built on learning targets for students. It ensures that we are clear in the purpose and direction of our curriculum and we can plan for activism,

leadership and equity. It also allows teachers to carefully track what learning takes place and when so that students build and deepen their knowledge, understanding and skills appropriately.

<p>High quality fieldwork alongside experts (Collecting and analysing rich primary evidence of the projects performance)</p> <p>SPE HOS SOI CUI CUI: CUI CUI CUI</p>	<p>Visit to South Yorkshire - work with experts including local government and cultural organisations</p> <p>South Park Cemetery (Local historian)</p>	<p>Abendoway 4 day Outward Bound experience Day 1 + Day 2 + Day 3 + Day 4</p>	<p>Working with National Trust on a fieldwork project to learn about the impact of the fire on ancient trees in the woods</p>		
<p>Cultural fieldwork E.g. gallery visits, museum other countries</p> <p>SPE SPE HOS SOI CUI</p>	<p>Visit to National Trust - work with experts including local government and cultural organisations</p> <p>High Park Cemetery Architects expert Sheela Museum in Liverpool</p>	<p>Abendoway 4 day Outward Bound experience Day 1 + Day 2 + Day 3 + Day 4</p> <p>Crew, Tropicana Youth Centre Lutonville</p> <p>International Justice Museum</p>	<p>National Holocaust Centre</p>	<p>Students visited the Royal Botanic Gardens in Liverpool to learn about the impact of the fire on ancient trees in the woods</p> <p>Students visited the Royal Botanic Gardens in Liverpool to learn about the impact of the fire on ancient trees in the woods</p> <p>Students visited the Royal Botanic Gardens in Liverpool to learn about the impact of the fire on ancient trees in the woods</p>	
<p>Presenting to a...</p>	<p>Presenting to a...</p>	<p>Presenting to a...</p>	<p>Presenting to a...</p>	<p>Presenting to a...</p>	<p>Presenting to a...</p>





Aligning the Curriculum (CP3)

Using our Standards and Progress Maps we have designed a common curriculum overview for all phases across our schools in the Trust. In the overview documents, our schools have designed key subject standards that are planned for and engaged with at appropriate and timely points to ensure student progression in their learning. The overview documents are used to construct high quality learning expeditions that take into account subject and expeditionary integrity. Building our curriculum in this way has not only ensured that standards, important concepts and content in subject disciplines are coherently applied in our planning but also that close collaboration across schools is prerequisite for sharing practice and protocols, creating high quality resources and providing strategic professional learning opportunities. Alignment also ensures that we can plan for, implement and review equity of opportunity for students across all of our schools. Common expeditions running in different schools (or even with different groups within a school) are always aligned in the following key areas:

Guiding Question

Long term learning targets (elicited from the agreed standards for each subject in the expedition)

Case studies

Anchor text(s)

All of the above are agreed before the planning stage. However, it is important to note that each expedition doesn't have to be identical. Resources can be localised and subject to change regarding context, class and teacher, but the core structure of the expedition must be common to allow deep and purposeful collaboration.

Planning for Alignment

Expeditions are always planned collaboratively, using Realsmart Maps (smaps), across our schools in the Trust to ensure alignment. Staff Days are organised and aligned across the Trust to ensure each expedition team can plan together. Pre-planning work is always carried out before Staff Days so that Expedition Teams can make decisions, (e.g. the suggested anchor text to be used in an expedition) so that collaborative and detailed planning, and not big decisions, can take place for the majority of allocated time on these days

At the planning stage teams also agree where local differences in contextualising the standards might occur. In addition, there may also be good reasons for extending the standards in an expedition to provide the best experience for students in individual schools. These matters must be discussed and agreed so that everyone is clear about any divergence and the wider implications, risks and mitigations need to be made transparent. Conversely, some schools may need to revisit standards so this might lead to subtle variations in Case Studies to allow this.

Reviewing Alignment

Expedition Teams should review the learning expedition at the end of each case study - not just at the end of an expedition. Teams from across the Trust are encouraged to meet up during expedition delivery so that they can have purposeful discussions about the progress of the expedition so that future adjustments to the planning process can be made as well as responsive decisions to meet the needs of particular cohorts and/or schools. The key here is that discussions are had collaboratively and consensus for any changes to the agreed plans is reached.

Aligning our curriculum promotes collaboration, the sharing of good practice between staff and greater equity of experience for our learners.





Jeff's Law (CP4)

Thanks to **Jeff Robin**, formerly of High Tech High, who inspired this process and whom it is named after.

Teachers are not typically trained to manage projects. Therefore, we developed Jeff's Law as a set of benchmarks to help staff to manage the planning of our learning expeditions effectively. Before an expedition starts we undergo an intense period of planning to ensure that expeditions are high quality, meticulously planned and deliverable. We call this process, 'Jeff's Law'. Therefore, to ensure the successful delivery of an expedition, certain deliverables must be in place so that the process can be managed effectively.

Jeff's Law must be completed by all staff who are designing, planning and delivering a learning expedition. This is then presented publicly and undergoes tuning so that teams can show that they have considered, and put in place, the fundamentals required to be able to successfully deliver a learning expedition. Whole School Expedition Leads set deadlines for Jeff's Law and check that work has been completed to a high quality.

All expedition teams work through the list below to ensure everything is in place to deliver a rigorous, engaging and culminated expedition:

- 1 Agree a lead for the expedition.
- 2 Write a narrative that describes the story of the expedition.
- 3 Draw up a daily schedule.
- 4 Create a collaborative model product by doing the project first.

This ensures that there is project management accountability and that it's clear:

Who is leading the expedition

What the gist of the expedition is

How the expedition will be done

What it will look like at the end

Designing, planning, delivering and completing expeditions is a tough task. Teachers need to be effective project managers or:

They are at risk of not engaging with Standards and Long Term Learning Targets deeply or comprehensively.

They are at risk of not meeting deadlines.

They are at risk of not completing products.

They are at risk of not culminating expeditions effectively.

Jeff's Law ensures that all the key components of an expedition are complete and that the expedition is ready to start, will run smoothly and will finish on time.

Leadership of Expeditions (CP5)

Before the planning process starts for each Learning Expedition, a lead for the expedition is selected. This ensures that the expedition has a single point of contact and accountability. The Expedition Lead is not expected to do everything but is accountable for the team completing key actions at specific points of the expedition. The expedition lead also steers the team through the planning and delivery of the expedition to ensure successful completion, culmination and curation.

Leading an Expedition in the pre-planning stage

Smaps¹ are created by staff before they embark on a learning expedition with students. These collaborative plans are co-designed, co-constructed and reviewed by teams of staff and supported by Expedition Leads and Subject Leads. The planning process begins with teams following a pre-planning protocol to review previous iterations of the expedition and checking the Standards Maps and the Progress maps to determine where there may be areas that need to be engaged with through omission or readdressed and revisited in more depth. Curriculum Maps from previous years are consulted and expeditions are either repeated, reiterated or completely renewed. The weight of this decision rests to a great extent on our Expedition Review process and to staff who have led and been involved in expeditions previously.

Leading an Expedition in the planning stage

Smaps are used as project management documents as well as a place where session plans and resources are held. The guiding question, expedition narrative, long term learning targets, assessments, case study details, an overview of the expedition, a model product and a link to the expedition website/learning map are all housed in the Learning Map, alongside the detailed daily planning of staff.

These documents have adapted over time, and vary subtly across primary and secondary phases, but the core practice remains: if staff want to find anything about an expedition it will be linked into this one space. This allows expedition teams to have an exclusive, and easily accessible, place where they collate the key planning documents to facilitate learning. This makes life easier for expedition

¹ Realsmart Learning Maps (smaps) are used across our Trust for this purpose. See CP2.



teams whilst also allowing Phase Leaders to challenge and support the work on an Expedition and for Subject Leads to have easy access to case studies to support teams on subject content, key concepts, knowledge and skills. It also makes our work public and therefore enhances the quality of our work and increases accountability.

In the planning stages the Expedition Lead ensures the team is ready for Jeff's Law by ensuring the following is in place:

- 1 An expedition plan, co-designed and co-constructed with the expedition team.
- 2 Overview – Each Smap has an overview of the expedition so that there is tight project management.
- 3 First Week Planned – We also expect staff to have the first week planned in detail. This is so that the expedition starts well.
- 4 A Learning Map is designed and ready to allow students to access learning resources (both in school and at home, if required).
- 5 A staff model product has been completed and is ready to share publicly - this ensures that staff are better placed to understand variables or manage a project effectively with staff doing the project first.
- 6 Learning Expedition Team record of meetings is shared with all relevant staff.

Leading during the Learning Expedition

The Expedition Lead ensures that the expedition team meets regularly and that a record of these sessions is kept. These meetings follow a set agenda of key activities that need to be completed at specific times. For example, after the immersion process of an expedition, the Expedition Review section for this particular aspect is checked and completed. Another example is that during these meetings expedition teams discuss and agree on the organisation of experts and fieldwork. Also, the meetings are used as CPD opportunities for teams to consider and develop approaches to the delivery of key protocols.

Predominantly, the key driver for these sessions is to provide further opportunities for collaborative planning, across subject disciplines, of integrated and interdependent case studies.

This is underpinned by expedition teams and subject leads actively looking for and actively promoting and realising explicit connections between disciplines.

Leading the successful completion, culmination and curation of a Learning Expedition

The Expedition Lead also ensures that the expedition is completed by leading the team through the process entitled Toby's Law². The Expedition Lead ensures that: all assessments have been completed; portfolios are up to date and include all assessed pieces of work from the expedition; a Presentation of Learning has taken place to celebrate and honour student work; the product is completed; and the expedition is curated either in school or the wider community.

Planning and leading expeditions is tightly structured so that expeditions are purposeful, engaging and challenging. In addition, the processes outlined ensure that risks are mitigated and expeditions are successfully culminated so that we honour the work of our students in a timely fashion.



²See CPI3.



Case Studies in Learning Expeditions (CP6)

Case studies are the specific component parts of our learning expeditions that are designed by teachers to create a route through the expedition so that students can acquire knowledge and skills, as well as, develop their Habits of Work and Learning. Case Studies drive the learning, enabling students to progressively build their understanding, so that they can answer the guiding question by showing mastery of knowledge and skills from across subject disciplines. Case Studies can be specifically focused or more widely constructed to cover a theme or a range of ideas that interrelate. Therefore, they illuminate standards by putting studies into context through a focus on a person, place, time or a second-order concept such as 'justice' or 'freedom'.

Also, at XP Trust, Case Studies facilitate the learning required, through the expedition, to enable students to create and construct their final product.

Case Studies are designed from key standards from across different disciplines that have been designed and transformed into long term learning targets allowing students to make incremental progress in building their knowledge, skills and habits of work and learning.

Case Studies are supported by challenging text(s) that require students to grapple with difficult concepts and ideas so that they can consolidate their learning with reference to reading and research. The most successful Case Studies, through literacy learning opportunities, encourage students to reinterpret what they learn for an authentic audience in Presentations of Learning³ thereby strengthening their understanding, and retention, of powerful concepts. In short, Case Studies are the chapters for learning in our narrative of a Learning Expedition. The most successful Case Studies allow students to go deep into Learning Targets (LT's) and disciplinary content or skills.

Case Studies often take broader topics and bring them into sharp relief by focussing on more specific subtopics, for example:

- a person
- a place
- a moment in time
- a movement
- perspective
- a sub-question related to the wider guiding question

Teachers and Learning Coaches work together to co-construct and design Case Studies that link standards together, and allow students to:

engage purposefully with LTs,

encourage transfer of knowledge, develop key skills, contextualise learning and connect disciplines.

carry out original research with primary source materials just as disciplinary experts would do.

When designing and constructing Case Studies the Expedition Team engage in the following process:

- 1 Professional learning time (Expedition Meetings/Staff Days) is focussed almost exclusively on developing this key aspect of expedition planning.
- 2 Documents from previous expeditions are considered by Expedition Teams and changes made to Case Studies, if appropriate.
- 3 The Expedition Team, in consultation with Subject Leads, considers the appropriateness of Learning Targets and aligns them across subjects into appropriate Case Studies.
- 4 Case Studies are planned collaboratively so that deep connections can be made between subject specialisms.
- 5 These Case Studies are shared and reviewed by expedition teams and where necessary are sometimes 'tuned' by other groups of staff if teams need help with a particular issue they may encounter in their design.
- 6 The Case Studies are agreed and included in the Expedition narrative in readiness for Jeff's Law.

This means that educators from across disciplines work together to create purposeful learning experiences that focus on knowledge, skills and habits that students will engage with, learn and then utilise to create a product that applies and embeds their understanding.

Case Studies are used as a conduit to shape learning so that it makes a difference, has accountability and increased longevity. Indeed, Case Studies are an essential and integral part of learning expeditions.

³ Presentations of Learning - CP17



Narratives (CP7)

Before an expedition starts, staff work together to co-construct a narrative that tells the story of the expedition. In order for an expedition to be successful, staff need to be clear about the direction, route and destination of the learning and the expected outcomes from the expedition. The narrative binds subject disciplines into a coherent story of the broader purpose and intent of the expedition. This is encapsulated in a narrative that is written for every learning expedition we do.

Expedition Teams work collaboratively to construct a narrative for each expedition. Often, teams will be reviewing the narrative designed in previous years and may only need to make subtle changes. The narrative must include a clear sequence through the expedition, highlighting key components expected in the anatomy of an expedition. The narrative is checked, reviewed and signed off as part of the Jeff's Law process (CP4).

When planning learning expeditions, staff work through the checklist of the components that are essential in an expedition narrative:

- 1 Title of the expedition
- 2 The year group, date, time and duration of the expedition
- 3 The guiding question
- 4 The long term Learning Targets
- 5 Description of Immersion/Hook Activities
- 6 Description of case studies studied (including fieldwork and experts)
- 7 Description of the product created by students
- 8 How the expedition culminated (Presentation of Learning and/or product launch)
- 9 Where the expedition was curated (Product in local community/ published book, etc.)

Once an expedition has been completed the expedition narrative is kept in each students' learning portfolio so that it very quickly and effectively gives context to the assessed pieces of work that relate to each expedition. The narrative of an expedition is crucial in ensuring that everyone understands the flow and outcome of the expedition. We share our stories so that we can ensure successful delivery and completion of learning expeditions. This is best expressed through a narrative.

Guiding Questions (CP8)

Guiding questions (GQ's) are a crucial part of the anatomy of an expedition as they influence, shape and act as a reference point for student learning. Indeed, an effective Guiding Question provokes thinking; drives and deepens the learning throughout the expedition; and allows standards to be engaged with in an authentic and purposeful way, whilst facilitating connections and relationships between different subject areas and disciplines.

Often, the most powerful Guiding Questions are open, deceptively simple yet always challenging, allowing students to experience, interpret and engage with standards and deepen their understanding, knowledge and skills across a range of subject areas in pursuit of an answer to the question posed.

Indeed, an effective Guiding Question always provokes students to engage with complex skills such as, evaluation, analysis and reflection. Subject specificity is strengthened through this engagement, and retention of knowledge, skills and context is consolidated by the Guiding Question driving the learning. The Guiding Question feeds into the creative process, resulting in an outward facing authentic product. When students create beautiful work their learning is deepened and has relevance. In short, students are more likely to remember their learning when applying this to answer a question that draws and depends upon connectivity between subject disciplines.

Expedition teams work collaboratively to review Guiding Questions so that teams can reflect on the efficacy of the question in driving the learning and the creative process. Teams work meticulously on using language carefully and specifically to create open and challenging Guiding Questions. Expedition planning teams base their Guiding Question around the context of the expedition, the Learning Targets they want to master and the product they need to produce. The best questions drive the learning, make students think deeply in case studies, facilitate meaningful and purposeful engagement with Learning Targets and link inextricably to the final product students create. The 'Guiding Question' for the expedition is usually shared after our 'Immersion' or 'Hook' learning experience at the start of expeditions.



Anchor Texts (CP9)

When deciding on a Guiding Question, Expedition Teams should:

Look at and consider previous GQ's that have led to successful expeditions

Make the GQ open so that there is opportunity for multiple, engaging and diverse responses

Make the GQ simple, in linguistic terms, so that it can be easily understood and accessed by all students

Consider how effective the GQ question will be in connecting standards and learning across subject disciplines

Ensure that the GQ links to and supports the final product

Review the efficacy of the Guiding Question as part of the Expedition Review process (Toby's Law⁴).

Guiding Questions shape the inquiry of learning expeditions and allow students to constantly connect the learning across disciplines, reflect on how this learning can be applied to answering the question and ultimately how this can be viscerally realised in the creation of a meaningful product that connects to the wider world beyond school.



Overall, the guiding question should frame the learning that takes place to allow students to explore and enquire deeply into the subjects in the expedition so they can make meaningful connections in their learning to challenge their thinking that is ultimately expressed through the product they create.

Every expedition has, at its heart, a challenging text or collection of texts. These are called anchor text(s). The anchor text(s) for each learning expedition, along with the historical context, tend to bind subject disciplines together. At XP Trust, developing literacy is a key aspect of activism and empowerment for all learners. Students need to be great readers and communicators to become effective and positive agents for social change. Therefore, it is our responsibility as educators to provide all students, particularly the most vulnerable and disadvantaged learners, with opportunities to read and understand difficult text, as well as to infer and interpret complex ideas and meanings in, and through engaging with texts. Accordingly, we invest a great deal of time in designing our expeditions around texts which we feel will inspire and challenge learners, connect disciplines and enrich the learning experience.

Our curriculum, Crew and, therefore, our whole school culture is built on compelling narratives. Consequently, anchor texts are a central feature to our learning expeditions. Our focus on challenging and relevant texts, and reading in general across our schools, is to generate and develop a sense of joy and wonder in stories and their importance both culturally and socially in our lives as human beings.

The texts our students engage with must help them to better understand the world through contextualising and connecting key standards from across disciplines that build their knowledge and extend their schemata so they can make more sophisticated inferences and develop their conceptual understanding.

In addition, anchor texts help students to create their final product through driving and connecting the learning. Ultimately, the texts they study must enable them to see the beauty of the world around them, as well as its horrors, and to realise their importance, and responsibility, to actively improve the world.

Considerations when selecting anchor texts staff reflect on the following prompts:

Does the text connect to, support and complement the Guiding Question?

Is the text accessible and engaging?

Is the text suitably challenging?

⁴See CPI3.



Designing Learning Targets (CP10)

Each expedition designed will usually have four to six academic long-term Learning Targets. Students are helped towards mastery of these through supporting learning targets which may be met over the course of one session, a number of sessions or as part of a full case study. These learning targets are carefully aligned with assessment standards from the National Curriculum, GCSEs, and any other standards⁵/qualifications our students are undertaking. Meeting these learning targets will simultaneously help students to answer the guiding question for that expedition, ensure that they develop academically, and that they make appropriate progress in their learning. By tracking and assessing students' learning against these targets teachers are able to support and intervene where appropriate to ensure that every learner is fulfilling their potential and, at least, making better than nationally expected progress.

Learning Targets are designed from standards in the Standards Maps for each subject and link sequentially and progressively to the identified key knowledge, skills and habits articulated in Progress Maps. Learning Targets form the basis of Case Studies in every learning expedition. These targets are carefully crafted by Expedition Teams, who take into account the big picture from across subject disciplines and how these standards can connect to enrich and deepen learning experiences for students whilst ensuring appropriate knowledge acquisition and skill development. As much as possible, the long-term learning targets for the expedition should be cross-disciplinary, becoming another means to ensure that connections are made in the planning and delivery of expeditions, case studies and sessions.

Learning Targets also link to, encourage and provide opportunities for the shaping of habits of work and learning in our students:

- 1 Subject specialists consider appropriate Subject Learning Targets through reviewing Standards and Progress Maps.
- 2 At this point Subject Leads then consider how these LT's can be expressed through broader overarching Expeditionary Learning Targets that connect the disciplines together and enable students to comprehensively answer the Guiding Question.
- 3 These are the LT's that are then included in the Expedition Narrative to bring cohesion and challenge to the expedition.

Learning targets

- I can explain how and why living conditions have changed over time and how this impacted on government response and attitudes to human rights.
- I can explain how people and the government responded to epidemics at the time and how this changed over time.
- I can assess how useful a source is to an historian studying 19th Century living conditions.
- I can read a wide range of non-fiction from a wide range of genres, forms, authors and historical periods.
- I can make comparisons and connections between texts evaluating the similarities and differences and synthesising ideas.
- I can systematically record outcomes, calculate probabilities of single and combined events, and use probability to investigate health inequality across the UK and the globe.
- I can compare and contrast simple prokaryotic life with the complexity of organ systems of the human body.
- I can show how photosynthesis and respiration are crucial for all living things.
- I can explain the pathology of a range of communicable diseases.
- I can explain how to create evidence for AO1 through artist research and moodboards.
- I can create an artist's copy

- 4 The LT's then form the basis for the planning of Case Studies which act as a stress test for the overarching Expeditionary Learning Targets.
- 5 When these learning targets are agreed, subject learning targets are broken down into Supporting Learning Targets (SLT's) to allow more specific and granular engagement with subject standards.
- 6 The SLT's are then used by teachers to plan Daily Learning Targets (DLT's) into their sessions.
- 7 The LT's are included in the Expedition narrative so there is a clear sense of connection, sequencing and progression.
- 8 The agreed LT's form the basis of assessments that are designed to show student attainment and progress.
- 9 LT's are critiqued through the ongoing Expedition Review process.

It is worth spending time on constructing learning targets that link clearly and progressively to the mastery of key concepts in subject disciplines. Our curriculum is standards-based so learning targets need to be well crafted and sequenced according to Standards and Progress Maps. How students master these learning targets is described and differentiated through specific and incremental rubrics against which students are assessed.

⁵ For example, the EYFS Framework.



Using Experts and Fieldwork (CPT1)

All of the learning expeditions at XP Trust have to include fieldwork and working with experts. This links directly to our design principle of 'activism' and provides students with an authentic and purposeful opportunity to engage with experts and in environments outside of school to further enhance their learning. Fieldwork offers students the opportunity to work purposefully alongside professionals or in professional contexts which provides deep authenticity to the learning that takes place, as well as, providing integrity, accuracy and expertise to the work they engage with. In addition, through fieldwork experiences students understand and consolidate how the learning they do in school connects to and is enhanced by fieldwork. This provides real purpose and clarity to the learning students participate in.

All of the experts we engage with, and all of the fieldwork opportunities that are part of our expeditions, are available to all. Parents in our secondary schools are not charged for any of the fieldwork destinations and we are moving towards this in primary schools. This, again, is a clear indicator of the promotion of social equity in our schools.

When Expedition Teams consider the use of experts they:

- 1 Decide the type of expert they need to support the answering of the GQ, the mastery of learning targets and the creation of an authentic product.
- 2 Check the Expert and Fieldwork Directory for experts who have been used in the past.
- 3 Check Expedition Review documents from similar previous expeditions.
- 4 Liaise with the Communications Team, where appropriate.
- 5 Contact the expert to arrange the type of support required and share the expedition narrative and any other important information.
- 6 Organise a time for the expert to visit school and/or to engage with students online.
- 7 Before the expert engages with students as part of the expedition, prepare students for the input, for example:

How will we introduce and welcome our expert?

What knowledge/information/learning do we already have that we want the expert to engage with/explain further?

What knowledge/information do we want to gain from the interaction?

What questions do we need to prepare in readiness for the visit?

How will we show appreciation for our expert?

Always debrief the session/engagement with an expert(s) so that students can be part of the quality assurance but also to reinforce key learning and how this links to the GQ, Case Study, Learning Targets and product.

Review and update Expedition Review document and Equity Maps, and blog about the experience.

When Expedition Teams consider the use of fieldwork they:

- 1 **Decide** where, and the nature, of the fieldwork to take place that will support answering of the GQ, the mastery of learning targets and the creation of an authentic product.
- 2 **Check** the Expert and Fieldwork Directory for fieldwork experiences from the past that have been successful.
- 3 **Check** expedition review documents from similar previous expeditions.
- 4 **Liaise** with the Communications Team, where appropriate.
- 5 **Book** the fieldwork and liaise with the venue, group or individuals, as appropriate.
- 6 **Before** you go on fieldwork work through the fieldwork protocol that outlines the process of preparing for fieldwork; what to do during the fieldwork; and the importance of debriefing fieldwork (see point 8 above).
- 7 **Review** and update Expedition Review document and blog about the experience.

In secondary schools there is no cost to engaging with experts or attending fieldwork, this is being considered and planned for in our primary schools moving forward. It is an integral part of our curriculum and, therefore, has to be accessible to all. By allowing equity of access this reaffirms our commitment to social equity and facilitates the connection of students to the community. Engaging with experts and participating in fieldwork ensures that students broaden and deepen their learning, develop their cultural experiences and acquire powerful knowledge. Students use this knowledge to create purposeful and authentic products that connect to the wider world and that have activism at their heart.



Service Learning (CP12)

As part of working with experts in the field, students will often engage in service learning: this is where the learning directly connects to selfless acts to improve and make the community a better place to live in. Service learning at XP extends beyond 'community work', which is worthy in and of itself, such as litter picking or tidying waste areas but rather connects more meaningfully with the community by creating authentic products that are less transient but have greater permanence and legacy.

Service learning can be part of learning expeditions and/or Crew. Service learning is often a key component of fieldwork as part of an expedition Case Study. In the past students, for example, have created paths in a local water reserve, planted trees to address areas prone to flooding and have volunteered at Age UK care homes.

When planning an expedition, Teams should:

- 1 Consider opportunities for service learning and how this can connect to the broader experience in an expedition.
- 2 Liaise with partners/experts/fieldwork providers to agree a way that students can provide service that where possible has legacy.
- 3 Build the service learning experience into the Expedition Overview so that it is planned for.
- 4 Use and adjust, as appropriate, the 'fieldwork protocol' with students before they engage in service learning.
- 5 Debrief the learning.

When considering the use of service learning in Crew, Crew Leaders and Phase Teams should think carefully about:

- 1 How does service learning connect to the development of Crew culture?
- 2 How the service learning might connect to expeditions?
- 3 What legacy will the proposed service learning have?
- 4 How does the learning link to activism?
- 5 Is the service learning proposed over a short or long period of time?

When service learning has been completed either in Crew and/or expeditions either Crew Leaders or expedition leads:

- 1 Update Equity Maps
- 2 Blog about the service learning

Service learning connects explicitly to our design practices. Students, through engaging in service learning, display stewardship of the community and the wider world. Service learning builds community and through its selfless nature grows character and compassion in young people. Service learning should always make a positive difference and allow students to develop civic pride through actively making the world a better place.





Completing Expeditions: Toby's Law (CP13)

Done is a 'sacred' word at XP. It is essential that, just as we plan expeditions and have clear guidance on this, that we ensure the same is in place for the completion of Learning Expeditions. During XP School's second and third years after opening, learning expeditions became tighter in terms of planning prior to their commencement in part through Jeff's Law, but mostly through the support and challenge that this protocol engendered between all staff. A similar protocol is in place to ensure completion, culmination and curation of learning expeditions called Toby's Law.

This includes:

Culminating expeditions through a Presentation of Learning

Completing a product that has activism

Curating the product in physical and/or digital form

In portfolios and a rigorous reflection on the quality of the learning and the completion of the expedition through the expedition review process.

This protocol has been named Toby's Law in recognition of our very first learning expedition "*What makes a successful community?*", building upon our learning in that instance to ensure that all expeditions are completed so that we honour the work of students, share their stories and ensure that this work has activism and legacy.

Designing, planning, delivering and completing expeditions is a tough task. Teachers need to work on becoming effective project managers or otherwise there is a risk that:

Standards are not engaged with deeply or comprehensively enough and are not identified/missed.

Deadlines and the opportunity for discerning reflections are missed.

Products are not completed or are poor quality.

Expeditions are not culminated effectively, meaning there's no model for future teams.

As a result, it is imperative that through clear lines of accountability and responsibility expeditions are led to successful completion. The protocol on the following page outlines key mitigations.

An expedition is only 'done' when:

- 1 All students have completed key summative assessments and these have been graded and feedback given to students.
- 2 All students have completed work on their final product through multiple drafts.
- 3 Where FIX/Red Box is needed, this has been carried out.
- 4 Assessment information has been input into gradebooks and/or SOS.
- 5 There has been a Celebration or Presentation of Learning (PoL/CoL).
- 6 A copy of the expedition narrative is in each student's portfolio and an accurate contents page has been placed in each student's portfolio.
- 7 All appropriate student work is in their physical portfolio, the contents of which must match the contents page. Each piece of work must be signed off by the expedition teacher and Crew Leader.
- 8 Student work from the expedition has been curated in an appropriate digital and/or physical 'home'.
- 9 The appropriate standards/curriculum/equity maps for the cohort have been reviewed. Any planned standards that have not been studied are highlighted and a new plan is made for their study.
- 10 An expedition review has been carried out, with all teachers from the learning expedition contributing to the reflection.
- 11 The product has been completed.

Our work is purposeful and authentic so one of the most important things we do is to complete, curate and culminate products. The design practices of 'activism' and 'sharing our stories' is realised through the creation and completion of products that have a purposeful place in the world. In our expeditions this has ranged from books about mining and the railways in our town, information panels designed and written by students, brochures selling our locale, natural history field guides, educational resources for English Heritage, poetry and artwork, information boards about Fair Trade in Spanish and films and music about social issues such as the treatment of migrants in our community and the climate emergency.

Expeditions only have real power, authenticity and purpose if they are completed. Toby's Law when applied with integrity ensures that we complete expeditions and honour the work of our students.